Robin Heyden: Hi There, JL!

Robin Heyden: How are you?

J L: Good, thanks. Just scoping out the room.

Robin Heyden: Sure thing - glad you're here. No technical problems?

J L: will there be audio?

Robin Heyden: Yes, indeed. We will be connecting by both webinar and phone.

Robin Heyden: The phone number is in the email I sent.

Robin Heyden: Do you have that handy?

Robin Heyden: Hi Kathy!

Robin Heyden: Hi Paul!

Robin Heyden: Hi Greg!

Robin Heyden: And Elizabeth is here too.

Paul Ulrich: Hi Robin.

Robin Heyden: Hello to you all!

Ruth Buskirk: Hi everyone!

Robin Heyden: We'll be starting in a few minutes.

Robin Heyden: Has everyone dialed into the conference call line?

Robin Heyden: Here's the number in case you don't have it handy....

Robin Heyden: Dial: 877-554-0877Passcode: 4154022386

Elizabeth Willott: I give variety: one paper is always about some aspect of sex; another will be about history in some way -- i.e., genetics of Jewish ancestry; humans in prehistory; biology in forensics; etc..

Greg Podgorski: Yes

Paul Ulrich 2: yes - short one page summaries of articles

Kevin Wolbach: We use the journal Animal Behaviour in an exercise we call SMILE the Scientific Method and Information Literacy Exercise. It is worth 50 points out of 450 points for the semester

Claudette: Credit for participation

Gail Tompkins: In class work is not graded but papers are graded using a rubric.

Kevin Wolbach: One paper

Kevin Wolbach: They choose the paper and have a guided exercise that takes about 4-8 hours

lydia Daniels: No, but next time I will grive credit for reading.

Claudette: Robin can you move the poll? It's blocking the slide. Thanks

Greg Podgorski: Brevia articles from Science are most frequently used.

Gail Tompkins: Science

Kathy Williams: Frontiers in Ecology

lydia Daniels: Science and Nature generallay

Claudette: Cell articles are used mostly

Paul Ulrich 2: Journal of Experimental Bio

Kathy Williams: American Scientist

Elizabeth Willott: I pull from about 15 different journals. Animal Behavior is good. Insect Physiology. I do not use Science and Nature often because they tend to be too concise.

Paul Ulrich 2: I agree with Elizabeth - Science and nature too spotty

Paul Ulrich 2: on the details

Kathy Williams: I call them very dense

Elizabeth Willott: Good point on this slide. I use colleagues' papers whenever possible. Then I can say they are on campus and available (I warn the researchers).

Paul Ulrich 2: I agree - the pure/applied dichotomony is a challenge for students

Paul Ulrich 2: I try to push them toward pure bio in my junior level animal course

Elizabeth Willott: Ah, and I do not push to pure. I find there are good articles on things like say the genetic diversity of reintroduced wolves or cheetah or whatever - with application for conservation.

Carla Hass: Agreed - those with more obvious application are usually more accessible for the students

Elizabeth Willott: I always have a paper that should never have been published! Then, some will criticize appropriately and that will come out in the class discussion. The others catch on that they have to be critical to get a good grade.

Gail Tompkins: I also start with a really bad example so they don't have trouble finding something to evaluate.

Kevin Wolbach: This seems similar to our SMILE project which is for 1st year students

Elizabeth Willott: If you want to do this study of our teaching, it will require Human Subjects stuff if we want to publish. At some point, that becomes prohibitive.

Kevin Wolbach: We have had no IRB issues.

Elizabeth Willott: Good. I'm glad the IRB may not be so bad. Worth giving it a try.

Elizabeth Willott: I think there was something odd about that last poll. Didn't accept multiple answers.

J L: Does it help to have students write (or re-write) short portions of a research article?

Gail Tompkins: I will be breaking my assignment into smaller pieces so students won't be overwhelmed

Gail Tompkins: I also need to do more group work leading up to each assignment

Elizabeth Willott: I've had a 2-5 page written self-assessment paper required for the students in my Honors Biology class. This gives me fascinating feedback (along with too much "what-they-figure-will-make-the-prof-write a better letter of recommendation". I have not kept track of numbers every year, but over time I've seen a higher percentage of students start working in laboratories p/t. The students write that they are not so intimidated about "real science"

Carla Hass: We used to do an exercise in which a research paper was cut into pieces and they had to reassemble it - they did this before reading any papers and they didn't have to have any prior knowledge - gave them a feel for the flow of information.

Robin Heyden: I like that, Carla. Like a jig saw puzzle...

Jean Schmidt: Ruth, Do you find that your students come in already able to distinguish good sources from unsuitable ones? Does studying papers in class help with that specific skill in your estimation?

Robin Heyden: That's really interesting, Elizabeth. Impressive.

Elizabeth Willott: We've had group work where students made a website interpreting the research article. That, when done well, gets them to understand jargon and then back to English within a semester. The groups that succeed typically have 40-60 percent of the students getting into labs.

Robin Heyden: That discernment is a really tough skill - and there's not much of that going on at the HS level...

Elizabeth Willott: I've got something on that. Please remind me Robin if I forget to send it to you.

Kevin Wolbach: We coordinate with our librarians to help educate students on Primary Literature vs Secondary Lit

Robin Heyden: Will do, Elizabeth!

Robin Heyden: I also wonder if blogging around research articles they read would be a good way to go - particualrly since you could invite the original authors of the articles to comment on the students' blog posts.

Robin Heyden: Coordinating with librarians - great suggestion, Kevin.

Greg Podgorski: I have to run to a class. Thanks Ruth, Robin, and to everyone in the group.

Gail Tompkins: Our librarian has been a great resource.

Robin Heyden: Thanks for coming, Greg!

Elizabeth Willott: Ditto, ours -- also on plagiarism!

Robin Heyden: Any secrets to fostering that relationship, Gail?

Robin Heyden: ...and Elizabeth.

Elizabeth Willott: I used to work in a library. Do it early, during the summer--not within 2 weeks of the start of classes.

Carla Hass: We also have a good relationship with our life science librarians - they seem very eager to get the students in to use the library.

Robin Heyden: good suggestion.

Robin Heyden: That way they can plan, right?

Gail Tompkins: We are a community college so we don't have that many to coordinate with. One in particular has a strong science background and a great attitude.

Robin Heyden: that helps, gail.

Kevin Wolbach: We have had a very long relationship, over 18 years working with the same librarians

Gail Tompkins: Ruth, Thank You!

Elizabeth Willott: How do we do the applause?

J L: Thank you, all.

Robin Heyden: Top center of screen.

Elizabeth Willott: Thank you!

Jean Schmidt: Thank you Ruth and Robin and everyone!

Kevin Wolbach: Thanks good discussion!

Marty Taylor: thanks, Ruth and Robin

Carla Hass: Thanks!

Morris Maduro: Thanks, great suggestions.

Elizabeth Willott: Thanks Robin.